

DOINGWHATWORKS



Audio

FULL DETAILS AND TRANSCRIPT

How to Manage Reading Interventions

Bracker Elementary School, Arizona • April 2007

Topic: Teaching Literacy in English to K-5 English Learners

Practice: Provide Reading Interventions

Highlights

- How Bracker Elementary School organizes its reading intervention services
- Description of the dynamic nature of intervention groups at Bracker

About the Site

Bracker Elementary School (K-5)
Nogales, AZ

Demographics

>95% Hispanic
>95% Limited English Proficient
73% Free or reduced-price lunch

Just this side of the border with Mexico, Bracker uses a structured English immersion approach with its population of English learners. Highlights of their approach include:

- Reading First program, fully implemented
- Three-tiered model of progress monitoring and intervention: benchmark, strategic, and intensive

- More frequent progress monitoring for students most at risk
- All staff used to provide small-group instruction, with the smallest group sizes for students with the greatest need
- Research-based targeted support programs in reading, for both intervention and acceleration
- Emphasis on student engagement and instructional support

Full Transcript

We have a reading specialist who is the one who coordinates the intervention team and then we have some interventionists. Most of the time, it's the interventionists that take the more at-risk students, but the classroom teachers would do the strategic and benchmark students.

Basically, it is 45 minutes. K is generally about five times a week. Grades one, two, and three were four days a week, and grades four and five were three days a week.

The size of the groups can really vary. I worked sometimes with very small groups. I might have three, but sometimes as many as eight students in an intervention group. It really did vary.

We use a variety of materials and it's very flexible. I can compare it to a school where I used to work where if I were given a student at the beginning of the year, I would work with certain materials and that's how it would be by the end of the year. I'd have the same students and the same materials. But how we do it here is very fluid, very flexible. We might start some students on a phonics-based program, but as they go up they may switch to more where we're doing guided reading.

We use a variety of materials. A lot of it is Harcourt Trophies, and they themselves have a lot of intervention materials that come with the program. So it's good because you can reinforce what is going on in the classroom. So a lot of it is that, but we also use supplemental ones. As I have said, we used Phonics for Reading, a rewards program, which is how to divide up multisyllabic words for decoding, and then we have a "read natural" which is more based on fluency. At the lower grades (kindergarten) we're dealing with basic letter naming, letter sounds, a lot of phonemic awareness and so on. We don't just stick with any one thing. It can really change based on the needs of our students. For instance, I can give you an example. Two of our interventionists were using the Phonics for Reading program and had two different groups, both in the same room, both second grade, and they can tell by the testing with the program and by their own assessment if the student is ready to move on to the other group, which was a higher group.